



Reflective Report

Module: Academic Skills (LCLM4001)

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1. Introduction

This report reflects on my experience during the Academic Skills module this term. The aim is to evaluate how specific learning tasks and activities helped me improve my academic abilities. I will reflect on what went well and what did not. The module helped me gain skills in paraphrasing, note-taking, referencing, and academic writing. These activities were important for my personal development and future academic success. I will also explain how classroom events changed my thinking. The reflection is based on classroom learning, two in-class tasks, and feedback received. This process helped me become more confident as a student.

2. Description of Experiences

The first important event was the academic quiz in Week 5. I was nervous but managed to complete it. I found some questions difficult, especially those about referencing and plagiarism. This showed that I needed to study referencing styles more carefully. Another important task was the in-class writing activity in Week 7. We had to paraphrase and take notes from a reading. At first, I struggled with using my own words. The tutor gave helpful feedback, and I improved with practice.

A class discussion about academic integrity helped me understand how serious plagiarism is. We talked about why copying work without credit is wrong. I also joined a group task where we practised writing paragraphs. My group partners helped me build better sentence structure. I learned the PEEL method to write academic paragraphs. The classroom atmosphere was friendly, and I felt comfortable asking questions. The tutor also gave examples from Cite Them Right Online. That helped me understand how to reference correctly. These events played a major role in developing my skills. Each task gave me a clear view of where I needed to improve. These experiences shaped my overall progress in the module.

3. Analysis and Personal Reflection

The quiz in Week 5 was difficult for me. I got confused by the referencing formats. I thought Harvard referencing was simple, but I was wrong. After that quiz, I checked the university's online guide. I also used Cite Them Right Online. This helped me learn

how to cite books, websites, and journal articles correctly (Pears and Shields, 2019). I also learned how to reference quotes using in-text citations. That activity showed me how little I knew about academic rules. I realised that referencing is not just about rules, but about giving credit to others (Neville, 2020). I am now more confident using the Harvard style correctly in my writing.

In Task 2, we had to paraphrase short texts. This task was difficult for me. I used to copy and change only a few words. But the class showed me this was not enough. I learned that paraphrasing means understanding the meaning, then writing it in your own words (Bailey, 2018). We also used a technique where we closed the book and rewrote the idea. That helped me avoid plagiarism. I now understand the real meaning of original writing.

One group activity helped me improve my writing structure. We used the PEEL model: Point, Evidence, Explain, Link. At first, I wrote long and unclear sentences. The PEEL model helped me write short and clear ideas (Cottrell, 2019). The tutor gave feedback after we read our work. That moment helped me see my mistakes. My classmates also gave suggestions to make my work better.

Another useful experience was about time management. I always thought I had enough time. But I often submitted tasks late. One class session focused on time management tools. We learned how to use planners, deadlines, and calendars (Burns and Sinfield, 2016). I started using a weekly planner. That made my study time more effective. I now complete my work earlier and feel less stressed.

The discussion about academic misconduct was also helpful. We watched a video and discussed real student cases. I saw how copying someone's work or using AI tools unfairly can affect grades and trust (Bretag, 2019). That session changed how I view academic honesty. Now, I write everything by myself and double-check citations.

Another major skill I gained was critical thinking. We read short articles and answered reflection questions. The tutor asked us to give reasons for our opinions. I found this hard at first. But I learned that critical thinking means asking why something is important or true (Moon, 2008). That skill helped me write better answers in my other modules too.

The module also improved my self-confidence. Before this, I felt afraid to speak or write. But now, I enjoy academic work. I learned that making mistakes is part of learning. One study says that reflection helps students grow and learn deeply (Schon, 2017). I now believe that I can become a successful learner if I stay open to feedback.

Overall, this module helped me see my strengths and weaknesses. I am good at planning ideas, but I need to improve my spelling and grammar. I still make mistakes in sentence structure. But I know what I need to work on now. I will keep practising writing and paraphrasing. I will also keep using the feedback my tutors give me. I now feel ready to succeed in other university modules.

4. Conclusion

This report explained how the Academic Skills module improved my learning. It reflected on quiz and classroom tasks, time management, and referencing. I learned many new things like how to paraphrase, write academic paragraphs, and think critically. I also gained confidence in working with others and asking questions. I now see the value of time planning, self-reflection, and academic honesty. These skills will help me in all future studies. The learning journey was not always easy, but it was worth it. I am proud of my progress and ready for the next stage of my academic journey.

5. References

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